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ABSTRACT

Because of an increasing interest in sociology at the high school level, this publication was developed as an aid to teachers, department heads, and supervisors to incorporate sociology into the secondary curriculum. The introduction defines sociology as not merely a study of society but specifically as the observation of social relationships, a study of groups or aggregates of individuals within a society. In addition, the major subfields of sociology, including research, social psychology, and population and ecology, are examined in this chapter. The second chapter suggests teaching strategies and resources. Two methods of integrating sociology into the curriculum are explore: the separate course method and integration as a supplement to the regular curriculum. The third chapter presents seven model activities that the author has found to be successful in his own teaching. These range from 15- to 30-minute interaction activities to group research projects that can last as long as four to six weeks. A list of organizations and resources to aid in the development and evaluation of secondary sociology programs concludes the document. (JR)

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TIPS FOR TEACHING PRE-COLLEGE SOCIOLOGY

by

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PREFACE

This paper is one of a number of ERIC/ChESS-SSEC publications designed to give very practical help to the classroom teacher in the planning and teaching of social studies courses. Some of these helpful publications focus on "tips" for immediate classroom applications; others give information about trends in the teaching of various subjects and/or extensive information on resources related to individual subjects. A list of such papers, published to date, is given at the back of this publication.

In this paper, Risinger deals with four areas of information that are useful to the teacher or prospective teacher of a sociology or sociology-rated course. Chapter I succinctly discusses what sociology is and is not. Chapter II reviews the various approaches that have been used in teaching sociology in secondary schools. Chapter III describes seven model classroom activities that the author has found to be successful in his own teaching. Chapter IV describes selected major resources available to those who wish to learn more about sociology and the teaching of sociology, including organizations, journals, articles, books, and curriculum guides.

We hope that readers will find this publication useful. We would be pleased to hear their reactions, both positive and negative, to it.

Irving Morrissett
Director, ERIC/ChESS
Executive Director, SSEC

TIPS FOR TEACHING PRE-COLLEGE SOCIOLOGY

by

C. Frederick Risinger
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Introduction

Sociology is one of the most recent additions to the high school social studies curriculum. Along with anthropology and psychology, it is also among the most rapidly expanding course options. National figures indicate that, with the exception of psychology, the number of secondary students enrolled in sociology classes is increasing at a higher percentage rate than any other social studies course. This trend is apparent at the collegiate level as well. While history and geography enrollments are generally declining, the behavioral sciences of sociology and psychology are increasing. (Indiana Field Agent Program Survey, 1970) Recent survey data indicate that enrollments in sociology nearly doubled between 1961 and 1971. (*Patterns of Course Offerings and Enrollments in Public Secondary Schools, 1970-71.* U.S. Department of Health, Education and Welfare, 1972)

Various explanations have been offered for these enrollment trends. Some observers claim that young people are more concerned with the "inner self" than with technological innovations. Therefore, the study of behavior and behavioral motivations are more attractive. Disenchantment with the existing social structure and attempts to change it may also be a factor. Students may feel that societal changes can be brought about only by understanding the causes of human behavior.

While these seem to be legitimate explanations for the increased interest in sociology among college students, there is a simpler, yet more powerful, explanation for the interest at the high school level. In comparison with the customary social studies curriculum, sociology is more interesting, more relevant, and often more exciting than traditional courses such as history and government, despite the dramatic changes

taking place in these areas as well.

For whatever reasons, the significance of the current interest in sociology is clear. Students want to learn about human behavior. Yet less than half of the nation's schools actually offer a course titled sociology. (Kelley, "Sociology in the Secondary School Curriculum," *High School Journal*, March 1969, pp. 281-289.) Many schools, however, claim that sociology is a major ingredient in their curriculum in courses such as social problems and problems of democracy.

As a separate course, sociology is almost always taught as an elective for upper-level (11th- and 12th-grade) students. It is frequently a one-semester course and is often viewed as an option for the college bound or higher ability student. In many schools, one semester of sociology may be combined with a second semester of political science or U.S. government as a kind of year-long "required elective." Students are required to take the government course, and then may choose from two or three elective courses such as sociology, economics, and geography.

The practice of limiting sociology (through requirements or custom) to higher ability students is unfortunate. Students who attend college will probably have several opportunities to take human behavior courses, while the young man or woman who enters a trade school, the military service, or the job market will probably have very little chance to study social institutions and human interaction once he or she has graduated high school.

This paper is designed to help teachers, department heads, and supervisors incorporate sociology into the secondary curriculum. In the next few chapters the conceptual base of the discipline will be discussed, alternative schemes for presenting sociological subject matter will be examined, student activities and projects will be described, and curriculum materials, organizations, and teacher resource books will be listed and annotated. The overall goal is to assist practitioners in initiating and improving secondary sociology instruction.

Chapter I

What Is Sociology?

The majority of introductory sociology texts begin with the oversimplified definition that "sociology is the study of society." This definition is nearly meaningless. Anthropology, psychology, economics, and political science all study society. So, for that matter, do history, linguistics, and archeology. What then distinguishes the sociologist from these other observers of society?

To begin with, sociologists focus their observations on social relationships, studying groups or aggregates of individuals within a society. The sociological definition of a group is a collection of individuals who recognize their membership within the group and their separateness from outsiders. An aggregate is distinguished from a group as a collection of individuals who do not have a particular identity, a common purpose, or the sense of separateness from outsiders. For example, all of the people in a college town on a Saturday morning in the fall are an *aggregate*. Those who are in the football stadium on the home side in the afternoon have become a *group*. The latter have an identity, common goals, and a feeling of separateness from outsiders--either on the other side of the stadium or those who did not come to the game. After the game, the group blends back into the aggregate of the town society.

While I have tried to define these terms as clearly as possible, the distinction between aggregates and groups is sometimes less than obvious. In a sociological study the group or aggregate might be the primary object of attention, or the effect of the group relationships on individuals might be the focus. Further, there are no definite boundaries that separate the concerns of a sociologist from those of a political scientist, a psychologist, or an anthropologist. For instance, psychologists also study human behavior, but their focus is more on individuals than on groups. The interaction between individually-determined behavior and group-determined behavior, however, is so complex that psychologists and sociologists frequently study the same behavioral phenomena by similar methods. In fact, the two disciplines share a subfield

called social psychology. As with psychology, the boundaries between sociology and the other social science disciplines are frequently blurred.

For the secondary teacher or supervisor planning a sociology course or seeking ways of integrating sociological content into the social studies curriculum, the barriers between the disciplines should not be a major problem. A secondary sociology course without psychological content is probably impossible and certainly incomplete, as is the psychology course that omits a study of human interaction in groups. The goal here is to help you develop a course that studies human behavior and as such, some disciplinary overlap cannot be avoided.

Subfields of Sociology

Thus far sociology has been defined as the study of human groups and their behavior. Perhaps this definition can be further clarified by looking at the various subdivisions within the discipline itself. There are 35 separate and distinct subfields listed in the membership directory of the American Sociological Association for 1970; they are:

1. applied sociology
2. collective behavior
3. community
4. comparative sociology
5. crime and delinquency
6. cultural sociology
7. demography
8. deviant behavior
9. education
10. formal and complex organizations
11. human ecology
12. industrial sociology
13. law and society
14. leisure, sports, recreation, and the arts
15. marriage and the family
16. mathematical sociology
17. medical sociology
18. methodology and statistics
19. military sociology
20. occupations and professions
21. political sociology
22. race and ethnic relations
23. religion
24. rural sociology
25. small groups
26. social change
27. social control
28. social organization
29. social psychology
30. stratification and mobility
31. sociology of knowledge and science
32. theory
33. urban sociology
34. mass communications
35. economy and society

Lee Braude in *A Sense of Sociology* (Praeger, 1974) categorizes these subfields into four major groups, as described below:

1. *Theory and Method Subfields.* These fields comprise the areas of sociological research, methodology, and behavioral theory. Theory and

method sociologists might work in any of the 35 subfields. They are frequently found in areas such as the family, crime and delinquency, and deviant behavior, possibly because of extensive government and private funding for research in these fields.

2. *Social Organizations and Institutions.* Sociologists in this broad area investigate the major "building blocks" of human society--social institutions. Many commonly-used secondary sociology texts devote as much as 60 to 80 per cent of their content to the study of social organizations. Within this area of sociology there is a strong emphasis on the concepts of norms, roles, role differentiation, and social status. Socialization, or the impact of the society on individual development and behavior, is also heavily stressed. The study of social organizations and institutions includes comparative analyses of various Western and non-Western societies, and examinations of industrial sociology and social control.

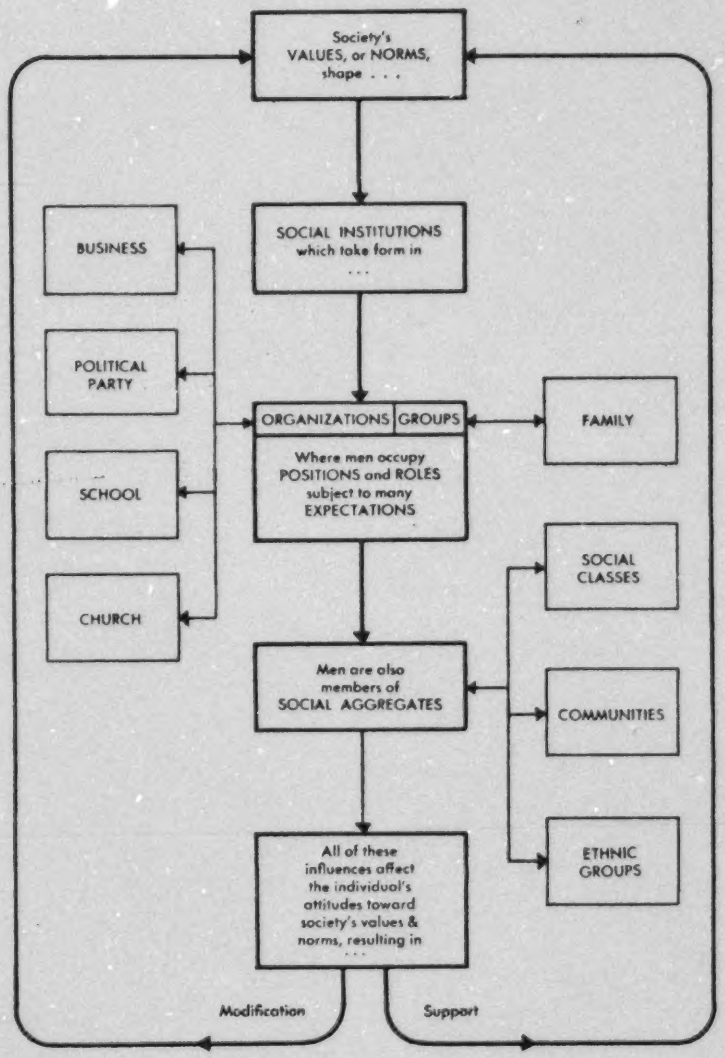
3. *Population and Ecology.* Sociologists in this category study trends in population and demographic patterns. For example, several studies that link drastic changes in population size, density, and movement with increased criminal and other deviant behavior have received wide attention in recent years. Land-use patterns, the impact of urbanization, and long-term ecological studies are also included in this category. When used by sociologists, the term ecology usually refers to the total human environment. An ecological study would analyze the impact of mass transportation routes and neighborhood settlement patterns as well as natural phenomenon such as rivers and soil fertility.

4. *Social Psychology.* As mentioned earlier, both sociology and psychology have subfields with this emphasis. In both cases, the focus is on the individual, not merely as a respondent to social stimuli, but as an initiator of behavior as well. Behavior therefore is studied as a constant interaction between individuals and the groups to which they belong. This field includes the study of collective behavior such as crowds, riots, and national fads. It also includes the sociology of small groups such as in office or assembly-line situations.

Sociological Concepts and Their Relationships

Another approach to understanding sociology is to identify and link the major concepts and generalizations of the discipline into a systems model. One such model, described below, has been developed and refined by Robert Perrucci of Purdue University.

Fundamental Ideas of Sociology



From L. Senesh, *Organizing a Curriculum Around Social Science Concepts*, SSEC, 1966.

In this model, the major concepts are printed in capital letters. When the diagram is studied as a closed system, the concepts can be combined into generalizations. For example, a society's values and norms shape the social institutions of that society. Individuals within the society interact with others in organizations, groups, and social aggregates and either support the prevailing values and norms or seek to modify or alter them. As a closed system, the model is both a shorthand description of sociology and an effective instructional tool. It could be used as an overall introduction or a general review of sociological concepts.

What Sociologists Do

We have now looked at sociology from the subfield perspective, and as a closed-system model using the major concepts and generalizations of the discipline. A third approach to the subject is to look at what sociologists do--in other words, the methodology of sociology.

Sociologists use the scientific mode of inquiry. This includes such familiar activities as defining the problem, making inferences, and gathering data. In a typical research study, sociologists determine a research design and choose a specific method of inquiry based on the subject. For example, some sociologists conduct controlled laboratory experiments. Others question, either personally or by questionnaire, a cross-sectional sample of individuals involved in a particular behavior pattern. Some observe, tabulate, and evaluate group interactions, either as participant observers or as outside observers. Other sociologists classify, quantify, and evaluate sets of available statistics on marriage, death, church attendance, crime, and so on. In addition, computers are now being used to simulate patterns of human behavior.

In short, sociologists, by using broadly accepted methods and tools of scientific research, ask questions, gather data, and evaluate their results. Many of the tools and methods employed are similar to those used in the other behavioral and physical sciences. What distinguishes sociology from other disciplines is the focus of the inquiry.

What Sociology Is Not

Up until this point, we have viewed sociology primarily as the analytical study of human behavior. And although that is precisely what the discipline involves, many students, teachers, and communities perceive sociology as something other than scientific analysis. To clarify any misconceptions, it is appropriate to briefly describe what sociology is *not*.

1. Sociology is *not* necessarily social reformism. The primary task of the sociologist is to produce analytical data and results. Most sociologists are concerned with social issues and may become involved in a research project because they want to change or improve an existing situation. But if a sociologist becomes merely an advocate for a specific cause, he or she loses the objectivity and usefulness that distinguishes a social scientist from a social advocate. In recent years there has been much debate within the profession as to the role sociologists should assume with regard to advocating social reform.

2. Sociologists are *not* social workers. While social workers work in the community to improve the welfare of its citizens, sociologists are most often involved in research projects to determine relationships among social groups and their behavior.

3. Sociologists do *not* seek to manipulate human behavior. Sociologists, as scientists, are concerned primarily with explaining social behavior, not influencing it. However, like other physical and social scientists, they may at times become involved in applications of their scientific knowledge to human affairs.

These three statements may appear to represent artificially drawn barriers between the discovery and acquisition of knowledge and the use of that knowledge. But such a dichotomy does exist within the discipline today and the distinction therefore merits discussion, especially with regard to studying sociology at the high school level.

In the next chapter, we will examine alternative methods of implementing sociology in the high school social studies curriculum. As an exciting social science, sociology can offer an intellectually rewarding and highly motivating experience for secondary students.

Chapter II

Sociology In The Secondary Curriculum

Sociological content is usually incorporated into the secondary social studies curriculum either as a separate course or as part of other social studies courses. The two approaches, however, are not mutually exclusive; in fact, it is preferable if both approaches are used. For example, students frequently have the option of enrolling in a sociology elective. But at the same time, sociological content and methodology could be integrated into other required courses such as American history, American government, or a general social science survey course. Each of the approaches is described in greater detail below.

The Separate Course Approach

This is the easiest and most common mode of sociological instruction in the secondary curriculum. Courses entitled sociology appear most frequently as elective offerings at the 11th and 12th grades. Although some of these courses are full-year sociology programs, most are one-semester options, grouped with other electives, such as economics, anthropology, or world affairs, to form the second half of a senior social studies requirement. The first half of the requirement is usually restricted to American government or civics.

Most secondary sociology courses are similar in their design and structure. After a general overview of the subject, the majority of textbooks focus on human interaction in groups, culture, and the socialization process. After a foundation of these basic concepts is provided, more specific topics, including social deviance, family, and religion, are explored in depth. The number of topics that can be covered adequately is dependent on the duration of the course and the abilities and interests of the students.

This type of course design is perfectly acceptable. Before students can analyze the issues of social deviance and changing family patterns, they must understand socialization and the effects of group membership, roles, and status on behavior. This approach to sociology, however, often leads to a common teaching problem--boredom. The first

chapter or unit in the basic text can be extremely boring to secondary students. They can be so "turned off" by reading and recalling "a definition of sociology," "branches of sociology" and "the steps of a sociological study," that subsequently they are not excited about the real sociological content in the later chapters.

Two Activity-Based Courses

At least two curriculum programs offer an alternative to the "definition" approach.

Inquiries In Sociology. (Allyn and Bacon) begins with a student activity. Students view 20 pictures of human behavior (a couple kissing, a rock concert, an older couple sitting on a porch) and are asked to categorize the pictures in any way they wish. With this activity-based orientation, students actually use sociological techniques from the onset of the course. They do not spend several days or weeks studying about sociology and what sociologists do; they *do* it.

Following the picture exercise, the *Inquiries In Sociology* program presents four case studies of adolescence in four separate societies. The natural interest that high school age students have about growing up is used as a motivational technique to study roles, status, culture, and socialization. The key is that the students are engaged in individual and group activities that teach these concepts using the methodology of sociologists.

A second alternative to the traditional approach can be found in *Society Today* (CRM Books). This program, however, is only useful with upper-ability students, as it was originally designed for an introductory college course. Using visuals in much the same way as *Psychology Today* magazine, *Society Today* is filled with outstanding pictures and other graphics. The text begins with a chapter called "The Society Game" in which basic sociological concepts such as socialization are woven into the rules of the game. Students are asked to construct a mental model of this game, which then provides the structure for the remainder of the course.

The next chapter focuses on the biological basis for social behavior and provides "yardsticks" to determine what behaviors are uniquely human.

While not as activity based as the *Inquiries In Sociology* program, *Society Today* does provide a colorful and interesting alternative to the traditional sociology textbooks. Keep in mind, however, that it is primarily designed for college-level readers and would probably be too difficult for students below the 11.5 to 12.5 reading level.

Suggested Texts

By emphasizing alternative approaches, I do not mean to suggest that the traditional "definition-based" texts are not effective or should not be used. Several texts have been improved in recent years and would be a good base for a secondary course. A concerned and creative teacher can design supplementary activities so that students do more than simply memorize the definitions and "steps to a sociological study." Three of the better texts available for secondary schools are *Modern Sociology* (Holt, Rinehart and Winston); *Sociology: Human Society* (Scott, Foresman); and *Sociology: The Study of Human Relationships* (Harcourt Brace Jovanovich). All three programs are substantively sound and include relevant and interesting units on social stratification, demography, and urbanization. Moreover, they have better than average teacher's guides that provide suggested activities and list readings and audio-visual resources to accompany each chapter.

One final single-course program deserves mention. *Sociology: An Individualized Course* (Westinghouse Learning Corporation) is a nine-part program designed to be used as a self-paced individualized course in sociology. Although it was developed as an introductory college level course, it could be used effectively for upper-ability secondary students in schools where sociology is not offered. While it is limited by the "cookbook-type" format characteristic of self-paced programs, the course teaches the basic concepts of sociology, suggests individual and small-group activities, and provides lists of supplemental readings and audio-visual resources. Further, teachers can use the Westinghouse program as a quick review if they have not taken a sociology course in several years, or it can provide a "crash course" for the teacher who feels inadequate in sociology but has nevertheless been assigned to teach it.

Integrating Sociology Into Problems Courses

In many schools there is no designated sociology course in the curriculum. Because of budget constraints and the pressure of state-mandated programs like consumer education and career education, it is extremely difficult to add other courses to an already crowded curriculum. However, an alternative method of offering a sociology course exists. Many schools have courses entitled Problems of Democracy, Social Problems, or simply Problems. For years these courses have had as their content focus many of the same topics as those found in sociology texts. The basic difference has been the approach. As Robert Perrucci pointed out in the *Social Science Education Consortium Newsletter* (July 1965), the "problem" approach is usually descriptive while sociology is analytical.

In recent years, many schools have altered these Problem courses to include sociological methods of analysis. They have adopted sociology texts as either the basic text or as supplemental reading. Like sociology, these courses are usually taught at the 11th- or 12th-grade level, although some are offered as 9th-grade courses. One advantage of taking the "problem" approach is that it does not have the traditional college-bound image. Therefore, many students who would not sign up for Sociology will enroll in Problems of Democracy or Social Problems.

Some of the social problems texts containing a sociological perspective include the *Justice In America* series and the *Analysis of Public Issues* program (both published by Houghton-Mifflin); *Problems and Promise of American Democracy* (Prentice-Hall); and *Problems of Democracy* (Ginn). These programs range from descriptive to analytical in nature, with *Problems and Promise of Democracy* being the most descriptive and the *Analysis of Public Issues* program being the most analytical. In addition, at the ninth- and tenth-grade levels, *The Shaping of Western Society* and *Tradition and Change in Four Societies* (both published by Holt, Rinehart and Winston) contain a great deal of sociological content and encourage students to view social systems through the eyes of an analytical observer.

From the preceding comments, the biases of this author are probably apparent. From personal experience and from the reports of research on student achievement and motivation, I firmly believe that an activity-

based program with individual and small-group projects is preferable to the definition-based expository approach. Any of the texts mentioned above (and most of the others that are available) provide a sound framework for sociology instruction. But the key to exciting classes and effective teaching is the development and the implementation of activities, case studies, observations, and projects that illustrate the concepts and generalizations of sociology. In a later chapter, several model activities will be suggested and described.

Integrating Sociology Into Social Studies

In addition to offering a separate course in sociology or stressing a sociological approach in a problems course, the content and techniques of sociological analysis can be integrated into the broad spectrum of the social studies curriculum. Indeed, if a choice had to be made between one mode or the other, the integrative approach could well be more effective because it reaches all students at varying times in their secondary experience.

The integrative mode involves implementing sociological content and methodology in courses other than sociology. This can be done by weaving the material into the existing course structure or by teaching specific sociological units at various points in the course. Teachers, department chairpersons, and supervisors interested in the integrative approach may select from commercially available units with sociological content, or school districts can create their own materials to accommodate their particular needs. A world history teacher, for example, might use the two-week unit *Social Change: the Case of Rural China* (Allyn and Bacon) as a case study to illustrate the conflict between traditional and innovative elements within a culture. Or an American government teacher could develop a random-sample voting preference survey activity, to be carried out during a local election. In both cases, sociological content and methodology would be integrated with the subject matter of the existing course.

Several excellent texts and curriculum programs are available to help teachers integrate sociological content into the curriculum. While it is impossible to discuss all of the commercially available materials

that include sociological content, some of the most helpful and widely-used are described below.

Episodes in Social Inquiry (Allyn and Bacon) are by far the most effective and comprehensive materials for integrating sociology into the curriculum. In fact, many schools use a combination of these units as the basic text for a complete course in sociology. Developed by a federally funded curriculum project during the 1960's, *Episodes* contain the same high quality content and activity-oriented approach as the previously described *Inquiries In Sociology* textbook. Twenty-three one- to three-week units cover a broad range of sociological topics, including social mobility, divorce, leadership development, family structure in different cultures, and urbanization.

Each unit is a separate entity and could be used individually in an existing social studies course, or several units could be grouped together to form the basis of a six or nine week sociology minicourse. Each episode has an extensive teacher's guide which includes transparency masters, survey models, and vinyl records of case study data. Because of the paperback format and relative low cost of the programs, *Episodes in Social Inquiry* is, in this author's opinion, the most flexible and effective program available for schools that wish to initiate or expand the integrative mode of sociological instruction.

The *Harvard Public Issues Series* (American Education Publications) is another paperback series of short units which can be incorporated into existing social studies courses. While these units were not designed specifically as sociology studies, their emphasis on the case study approach, analytical thinking, and student activities does provide sociological content. For example, the units on *The Rise of Organized Labor* and the *Immigrant's Experience* would be useful in American history. *Municipal Politics* or *Rights of the Accused* might be integrated into a civics or government course, while a course in Afro-American history could be supplemented by using the unit on *Colonial Kenya*.

Inquiry Into Crucial American Problems (Prentice-Hall) is another flexible program in which any of the components can be used individually, to supplement existing courses, or in combination as the basis for a minicourse or full year's program. The booklets focus on controversial topics

such as *Violence in America, Poverty In An Affluent Society,* and *Teenagers and Sex.* A well designed rationale forms the basis for the student activities, which frequently use the techniques of sociologists to help students analyze and understand the issues. Schools that have used the program generally report heightened student interest and lively class discussion.

Three other programs which also provide a good base for the integrative approach are *The People Make a Nation* (Allyn and Bacon), *Discovering American History* (Holt, Rinehart and Winston), and the *Promise of America* (Scott, Foresman). The first two texts use original source documents to study American history, including diaries, tabular and graphic data for analysis, and case studies. Of the two programs, *The People Make A Nation* contains more diverse sources of data for analysis, including song lyrics, art and architecture, and excerpts from fiction.

For students with reading and motivational difficulties, *The Promise of America* is aimed at secondary students with a reading grade level of about 7.5. Abridged readings, diary excerpts, news stories, and congressional hearing excerpts provide a rich source of data for student analysis.

In addition to these reading-based materials, a large number of simulation games with sociological content have been developed over the past few years for secondary classrooms. The quality of the games varies from being extremely effective teaching devices to insipid time-wasters. Those that have been used with a great deal of success include *Ghetto* (Western Publishing), *Sunshine* (Interact), and *Starpower* (Western Behavioral Science Institute.)* Depending on the debriefing period (post-play discussion), simulation games can be as effective or even more effective than any other single learning activity.

Once again, the emphasis in the materials listed above is on those programs that link the student with events and social phenomena through the study of sociological content and methodology. Many programs that could have been discussed have been omitted because of space limitations

*An extensive description of many other games with sociological content can be found in the *Social Studies Curriculum Materials Data Book* and *Learning With Games* (both published by the Social Science Education Consortium, Boulder, Colorado).

or because this author has not evaluated their use in the secondary classroom.* All of the materials mentioned have either been used by the author or observed by him in many secondary schools in Illinois and Indiana.

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*Because this publication is aimed at secondary instruction, only scant attention could be given to those elementary programs that have a sociology focus. Four programs that deserve mention are briefly described here. *Our Working World* (Science Research Associates) is a K-6 program which has a highly developed rationale calling for the integration of all social science disciplines at each grade level. Students are introduced to such basic sociological concepts as role, status, and group influences on individual behavior.

The *TABA Program in Social Science* (Addison-Wesley), like *Our Working World*, was one of the earliest of the "new social studies" elementary series. As such the social sciences are used as the academic basis of the K-8 program. Many of the core concepts studied, such as interdependence, societal control, conflict, and cultural change, are sociological in nature. *Concepts and Inquiry* (Allyn and Bacon) is another K-8 multidisciplining program emphasizing sociological content, but to a lesser degree than *TABA* and *Our Working World*.

Social Sciences: Concepts and Values (Harcourt Brace Jovanovich) probably has more sociological content than any other elementary social studies series. The K-8 series includes activities such as observation, surveys, and case studies which encourage students to take an analytic view of society. Although all the social sciences are incorporated into the program, the emphasis on sociology is quite evident. For example, the seventh-grade book, *Concepts and Identity*, uses an excellent case study approach in its treatment of global studies.

Chapter III

Selected Student Activities

In this chapter, seven model activities for the secondary classroom are described. These range from brief 15 to 30 minute interaction activities to group research projects that can last as long as four to six weeks. Some of the activities have been borrowed or adapted from various sources while others have been developed and used by this author in a one-semester sociology elective. The activities presented here need not, of course, be used exactly as they are described. Rather, the intent is that they be used as catalytic agents for developing exercises to match the specific needs and interests of your unique situation.

The "Selves" Exercise

Rationale and Objectives: One of the best methods of generating student interest is to focus on their own development and personality. Many sociology courses begin with a unit on individual values, explaining their development in terms of the roles, statuses and expectations produced by the social environment. This exercise is intended to help students comprehend the complexity of role conflicts in their own lives.

Procedure: The activity involves the following steps:

1. Assign students a brief reading (no more than three or four pages) on Charles Horton Cooley's "social self" and "looking-glass self" concepts (these can be found in almost any sociology text).
2. Each student should then write a one-page description of their "social self" (what we think we are really like) and their "looking-glass self" (how we think other people see us). In these analyses students should attempt to suggest biological and environmental determinants for their unique personality. Additionally, they should suggest possible reasons for the variances between their social and looking-glass selves. (Nearly all students will have some discrepancies.)
3. The teacher should read and write brief comments on each set

of analyses, and then return them to the students. Either no grades should be given, or the evaluation should be based only on the thoroughness of the assignment's completion, not the content of the essays.

4. (optional) After the assignments are returned, allow students to arrange themselves in self-selected groups of between two and five students. They can read or summarize their papers, focusing on the perceived differences between their real (social) self and their looking-glass self. The others in the group should comment. No student should be required to participate in this portion of the exercise.

The Susie-Mary Experiment*

Rationale and Objectives: This exercise, adapted from *Inquiries In Sociology* (Allyn and Bacon, 1972), combines substantive knowledge on the development of moral judgment with the skills of interpreting interview data. The exercise demonstrates that the development of moral judgment becomes more complex as children grow older and that the intent as well as the actual consequences of an event help determine the "rightness" or "wrongness" of an action. This exercise is particularly suited to the early stages of a sociology course because of the relatively easy data collection and tabulation required.

Procedure: There are five steps involved in the exercise:

1. Do not tell the students about the purpose of the study. This should be explained during the debriefing session at the end of the exercise.
2. Tell the students that they will interview three children. One will be four or five years old; one will be seven or eight years old; and the third will be ten or eleven years old. The interview is simple. The students should tell the children that they will read them two stories and that they (the children) should decide which girl (Susie or Mary) was naughtier, or "badder." The students should record the responses and the reasons for the children's selections. The stories are described below.

*Adapted from Instructor's Guide for INQUIRIES IN SOCIOLOGY and Handout 1-5 by Sociological Resources for the Social Studies, an agency of the American Sociological Association [Boston: Allyn & Bacon, Inc., 1972]. Reprinted by permission of Allyn & Bacon, Inc.

Story A

"A little girl named Susie wanted to surprise her mother while her mother was at the store. She tried to bake a surprise cake for her. While getting things out of the refrigerator, she accidentally dropped a whole carton of eggs and all 12 broke on the floor."

Story B

"A little girl named Mary stayed home while her mother went to the store. She got tired of playing with her toys and decided to play in the kitchen. She was playing with some eggs, and one dropped and broke on the floor."

3. Record the data on the blackboard, using a chart like the one drawn below.

"Baddest"

	4-5		7-8		10-11	
	Raw#	%	Raw#	%	Raw#	%
Susie						
Mary						

In most cases, Susie is the "baddest" with the younger children because of the number of eggs broken. Mary is "baddest" with the older children because they considered intent.

4. Ask your students to hypothesize about the meaning of the interview. The concept that values develop in patterns similar to physical development is one that most secondary students have not considered.
5. The exercise can also be used to identify problems with interview procedures and data analysis.

The Society-Building Game

Rationale and Objectives: The rules or laws and norms of a society are determined in part by the values held by its members. This exercise, designed to last two to three class periods, focuses on values and family structure and is most useful as a concluding activity for a unit

dealing with family in different cultures.

Procedure: The activity involves the following:

1. Divide the class into groups of three or four. Either distribute or read the following instructions:

   You are about to build a societal system of major rules (laws and norms) based on three basic family values of that society. Each of these family systems has existed or does exist in the world. Your "norms" should be developed in written form and you should be able to answer questions about them. They may be formal laws or unwritten norms that govern behavior or serve as expectations for the society's members. You should have at least one norm or law (preferably several) on each of the following topics:

   A. Marriage
   B. Treatment of relatives and/or ancestors
   C. Rules of property inheritance
   D. Roles of father, mother, and children
   E. Divorce
   F. Education
   G. Religion
   H. Discipline in the family and society
   I. The distribution of money in the family

2. Give each group one of the family descriptions. Students should not see the descriptions given to other groups. Allow the groups to work for at least one full period (preferably longer). They should list their rules on a ditto master which can be run off for every class member. Move from group to group, offering encouragement, making suggestions, and answering questions. The value descriptions for 10 groups are listed below. Others could be developed to fit specific needs and interests of your geographic area.

   First Group: Old Jewish family system found in Deuteronomy:

   a. male dominance
   b. first born receives favoritism
   c. strong loyalty to the family and its members

   Second Group: Oneida Community, Utopian family experiment:

   a. no marriage system; members are free to live with anyone for any length of time
   b. communal living

c. strong religion expressed; "Golden Rule" basis for all human interaction

Third Group: Early Soviet family system:

a. birth is the basis of a "family" (a couple without children isn't a family, doesn't need to be married)
b. no property rights; all land, housing, and most other property belongs to all the people throughout the state
c. legalized abortion and birth-control

Fourth Group: Kibbutz family system:

a. all work shared equally by both men and women
b. children grow up in communal arrangement; attachment to one mother or father is discouraged
c. sexual relationships reflect physical, emotional needs of only those involved--not the business of the total group

Fifth Group: Early Roman Catholic family system:

a. strong Biblical religion
b. marriage, sex only for procreation of children
c. virgin women idealized, but all women (paradoxically) are looked upon as the "devil's gateway"

Sixth Group: American family system in the 1880s:

a. marriage and happy family as a dominant life-goal
b. life has most to offer for the young
c. close-knit families--husbands and wives in traditional roles (husband as provider, wife as homemaker)

Seventh Group: American immigrant family system:

a. father is tyrant-ruler
b. father selects children's marriage partners
c. resistance to assimilation into the predominant American culture

Eighth Group: American upper-class family system:

a. accumulation of wealth a major goal
b. legacy of status and wealth to succeeding generations
c. intermarriage between similar families encouraged; marrying "below your station" is a disgrace

Ninth Group: Chinese traditional family system:

a. patriarchal (male dominant)
b. ancestors are revered
c. extended family system--all relatives are considered a close part of the family

Tenth Group: Sixteenth century English family system:

a. somewhat patriarchal
b. very early marriages
c. primogeniture followed in inheritance(first-born rights)

3. After each group has developed its rules, distribute them to the class. Allow students time to look them over, make comments, and ask questions.
4. Distribute the complete list of values descriptions. Students may work in their groups or as an entire class trying to identify which sets of rules fit each of the value descriptions.
5. Discussions should indicate that students recognize that there are both similarities and differences between societal structures at different historic periods and in different geographic settings.

The Name Game*

Rationale and Objectives: Most students feel that they have fewer prejudices than adults and that they have few stereotypes related to ethnic or racial background. This exercise, which is adapted from Skipper and Kohaut, "Family Names and Social Class" (*The American Sociologist*, February 1968), illustrates that traditional stereotypes based on ethnic names are very common. It also gives the students a chance to collect, analyze, and compare data with information gathered in a national survey.

Procedure: There are three activities involved in this exercise:

1. Distribute the following survey sheet:

The Name Game

Just suppose there are six social classes in the United States and each of the six families whose names appear below belongs to a separate social class. On the basis of the names alone, having no other information, to what social class do you think each family belongs? Place a "I" before the family you believe belongs to the highest social class, and "II" before the family in the next social class, and so on down to "VI" for the family in the lowest social class. Even though you may feel this is impossible to do, nevertheless, try to do the best job of guessing you can.

_____ Swenson
_____ O'Brien
_____ Walczweski
_____ Hawthorne
_____ Gonzalez
_____ Goldberg

*Reprinted by permission of the American Sociological Association.

Write a brief statement commenting on the degree to which you agree or disagree with the following statement:

"It is possible to determine a family's social class by knowledge of the family name."

2. Collect the questionnaires. Have a student group tabulate the data. Put it on a chart on the board or on an overhead transparency. As the students view the results, distribute the following sheet:

The Name Survey

These data were collected during a survey of college students from eight freshman sociology classes.

A. A great majority (84%) indicated that one cannot determine social class with knowledge of the name alone. Anticipating a similar response from your group, they can be told that they are essentially correct. A discussion of factors that determine social class might be appropriate at this point.

B. If the family name alone is insufficient for determining social class then one would anticipate that the student ranking of the names would appear in a fairly random manner.

C. Examine the data from the questionaire. How does it compare to the results from your class?

	Social Class Status						
NAMES	I	II	III	IV	V	VI	TOTAL
Hawthorne	194	50	19	8	1	5	277
Goldberg	61	111	51	33	11	10	277
O'Brien	12	57	119	63	20	6	277
Swenson	8	47	62	110	39	11	277
Walczweski	2	8	16	34	115	102	277
Gonzalez	0	4	10	29	91	143	277
Total	277	277	277	277	277	277	277

D. As one can see from the above table, the names have been clearly ranked. If your results are similar, can you think of reasons why? If your results are random, congratulate yourself on a truly unusual class.

3. Students might want to give the same survey to teachers or their parents to see if similar results are achieved. Obviously, geographic location frequently results in varied answers to the exercise.

High School Confidential

Rationale and Objectives: This exercise creates a great deal of student interest because it involves an analysis of their own high school. Moreover, it introduces students to a well-known sociological study that serves as an exemplar to guide their own projects. The activity achieves several objectives including the development of tabular-reading and data analysis skills, comparisons of stratification within "mini-societies" (two high schools), and making value judgments based on these comparisons.

Procedure: This activity involves five steps:

1. Assign for reading the section of August Hollingshead's *Elmstown's Youth,* (John Wiley and Sons, 1949) that deals with Elmstown High.* The book is readily available, or the specific reading can be found in *American Society In Action* (Prentice-Hall), a widely-used book of readings. The reading identifies the five social classes within Elmstown and Elmstown High that had been identified by Hollingshead. It describes the social life of the students, their academic progress, and the curriculum. The reading has several charts and graphs that are easily interpreted.
2. Distribute the following seminar guide. Students should be prepared to discuss the questions when they come to class. The reading is relatively long, so allow a couple of days before holding the seminars.

Elmstown High Seminar Guide

A. What is the relationship between educational aims and social class distinctions in Elmstown High?

B. Do you think there are social groupings among your school students? How are they influenced by the following factors?

   a. geographic location of homes
   b. parent's schooling and occupation
   c. parent's income

C. What parallels can you draw between Elmstown High and your school on the following:

*If your students want to know where Elmstown is, it is the small city of Morris, Illinois, about 60 miles southwest of Chicago.

a. curriculum divisions
b. pressure toward college entrance
c. participation in extra curricular activities (Student Council, athletics)

D. Do you think teachers tend to type students and to have corresponding expectations of them as the Elmstown teachers did?

E. Would you change these groupings at your school? For what reasons? If so, how?

F. In what significant way do you think your school is better than Elmstown High?

G. In what significant way do you think your school is worse than Elmstown High?

3. Divide the class into groups of four to six students and let them informally talk about the reading, their own school, and the seminar guide. Move from group to group answering questions, but allow the discussions to be flexible.
4. Bring the total class back together. Review the questions and try to have each of the small groups give answers. Consensus responses can be recorded on the board or on large sheets of poster paper.
5. It is important to point out that Hollingshead's study took place in the 1940s. Yet the time difference does not seem to have made much of an impact. It is a good model of a sociological study and reporting.

Twenty Things You Love To Do*

Rationale and Objectives: This exercise is adapted from Simon et al., *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (Hart Publishing, 1972). It is an excellent device to help students clarify individual values and suggests possible sources of value development. The book cited above has 79 similar exercises. This specific exercise has been particularly successful when used at the beginning of a sociology course.

Procedure: The two procedures involved are:

1. Distribute the following handout to the students. You may want to read the instructions aloud or distribute the coding

*Reprinted by permission of Hart Publishing Company, Inc., from its copyrighted volume *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum.

instructions after the students have completed their list.

Value-Clarification Exercise

A. Number from 1-20 on a sheet of paper.

B. List quickly 20 things that you really *love* to do. There's no right answer...no need to put them in order.

C. Code your list as follows:

a. Place a "$" sign by any item which costs more than $3.00 each time you do it.
b. Put an "R" in front of any item which involves RISK--whether physical, intellectual, or emotional.
c. Using the code letters "F" and "M" (or both), record which of the items on your list that you think your father and mother might have had on their list if they had been asked to make such a list at *your* age.
d. Place either the letter "P" or the letter "A" before *each* item. The "P" will be used for items which you prefer (or require) doing with people. The "A" for those things that you prefer (or are required) to do alone. Remember, there are no "right" answers.
e. Place a "5" in front of any item which you think would not be on your list five years from now.
f. Finally, go down through your list and place near each item the approximate date when you did it last.

2. Students should then write an essay that is basically a letter to themselves. The letter should discuss what the students have learned about their personal values from the exercise. This technique works very well when used just prior to the "Selves" exercise.

Marriage Contracts

Rationale and Objectives: This exercise has worked very well in units on the family and changing family patterns. It requires students to analyze a social issue through readings, formulate a set of personal responses to the issue, and exchange their views in an informal, yet structured atmosphere.

Procedure: The exercise involves the following activities:

1. Have students read any good passage on changing American family patterns. One good source is *Life In Families* (Allyn and Bacon); another is "The American Family: Future Uncertain" (*Time*,

December 28, 1970).

2. The assignment is for each student to create a "marriage contract" within which he or she would be willing to live. The contract should include a list of rights and responsibilities for each marriage partner. You can make the assignment as specific as you wish.
3. On the due date for the assignment, prepare for an unstructured day. Tell the students that they should walk around the class and try to get as many signatures from the opposite sex as possible on their contract. The terms cannot be altered. No student is agreeing to marry anyone, they are simply making judgments about the contract's provisions.
4. After the chaos subsides, debriefing can take several approaches. What type of contracts received the most signatures? The least? Did most students create contracts similar to currently accepted practice? If not, what aspects are different?
5. An interesting variation of this activity is to have the male students write contracts that they would be willing to accept if they were female, and for the female students to write a male contract. This is an especially good technique for male students in that they begin to realize how some of the traditional family patterns have been more restrictive to women than men.

Chapter IV

Major Sources For Teaching Secondary Sociology

The organizations and resources described below have been selected because of their reputation for helping teachers in planning, developing, and evaluating sociology programs for the secondary level. Some are specifically sociology while others are more general. Many of these groups publish newsletters, respond to queries, have libraries of curriculum materials, or offer workshops and demonstrations.

Organizations and Centers

1. *American Sociological Association*, 1772 N St., N.W., Washington D.C. 20036. This is the major professional organization for sociologists and sociology instructors. Although its membership is primarily composed of college and university personnel, secondary and elementary teachers can become associate members. It should be noted, however, that no direct practical assistance is given to pre-college instructors. The bimonthly journal, the *American Sociological Review*, reports latest research findings and would be a good source of data for developing lessons.

2. *Human Behavior Project*, Carleton College, Northfield, Minnesota 55057. This curriculum development project is sponsored by the American Psychological Association and is funded by the National Science Foundation. The project is designing two- to three-week modules (similar to the *Episodes in Social Inquiry*) for secondary classrooms. Many of the modules have a great deal of sociological content. If you wish to be placed on a mailing list for their free newsletter, *Periodically*, write either to the project directly or to the American Psychological Association at 1200 17th St., N.W., Washington, D.C. 20036.

3. *ERIC Clearinghouse for Social Studies/Social Science Education* (ERIC/ChESS), 855 Broadway, Boulder, Colorado 80302. ERIC is the Educational Resources Information Center, a national

information system designed and supported by the U.S. Office of Education. As part of the ERIC clearinghouse system, ERIC/ChESS is responsible for locating, abstracting, indexing, and making available current documents related to social studies and social science education. The abstracts are published in one of two monthly ERIC journals: *Research in Education* (RIE), which contains abstracts of documents, and *Current Index to Journals in Education* (CIJE), which contains annotations of journal articles. The documents are available in microfiche and paper copy form. ERIC/ChESS also generates bibliographies, reviews, and interpretive studies; this paper, for example, is a special ERIC/ChESS publication. Of particular use to teachers are the special curriculum materials available either in microfiche or paper copy through the ERIC information system. For further information on ERIC services write to ERIC/ChESS.

4. *Social Science Education Consortium* (SSEC), 855 Broadway, Boulder, Colorado 80302. SSEC is a nonprofit corporation concerned with improving the teaching of social sciences/social studies in the elementary and secondary schools. A major focus of the Consortium is the evaluation of new curricula and the dissemination of information about new curricula and teaching strategies. Of particular value is the *Social Studies Curriculum Materials Data Book*, a guide to available curriculum packages published by SSEC in bi-annual supplements. A subscription to the *Data Book* as well as a publications brochure and the *SSEC Newsletter* can be obtained by writing to the organization.

5. *Education Development Center, Inc.* (EDC), 55 Chapel Street, Newton, Massachusetts 02160. EDC is a curriculum development project supported by public and private funding as well as the sale of its products. The organization has produced several innovative programs with a great degree of sociological content. A brochure describing their products, current projects, and future mailings is available from the Center.

6. *University-Based Social Studies Centers.* In recent years,

social studies centers have been established on several campuses to develop new curriculum projects, train social studies leaders, conduct in-service workshops, and disseminate information about innovative social studies programs. Two centers that have worked with programs related to sociology are listed below. General information on each of the centers can be obtained by writing to the director.

Social Studies Development Center, Indiana University, 513 N. Park, Bloomington, Indiana 47401.

Social Studies Curriculum Development Center, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213.

Professional Journals

Periodicals can often provide assistance to the sociology teacher. You may want to review copies at a local college library to determine which would be most valuable for your purposes.

1. *High School Behavioral Science*, Behavioral Publications, 2852 Broadway, New York, New York 10025. A relatively new journal, this magazine focuses on the behavioral sciences and therefore has articles on psychology and social psychology, as well as sociology. The articles are aimed at pre-college teachers. The subscription rate is $5.00 for individuals or $10.00 for institutions.

2. *Psychology Today*, P.O. Box 2990, Portland Place, Boulder, Colorado 80302. Startling graphics and a wide variety of behavioral topics mark this popular journal. Many of the articles have sociological content and easily adapted "experiments" and techniques. The annual subscription rate is $13.00.

3. *Society* (Formerly *Trans-Action*), Rutgers, the State University, New Brunswick, New Jersey 08903. A sociology magazine that appears on newstands, this journal has many interesting articles that can be used for innovative unit and lesson development. A

subscription costs $12.50 annually.

4. *Teaching Sociology*, Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, California 90212. This journal appears twice annually at a subscription rate of $8.00. The magazine is primarily a "sharing" forum for successful teaching practices at the middle school and secondary levels.

Selected Articles and Books

Listed below are several journal articles and books that would be particularly useful to secondary sociology teachers. Rather than compile an exhaustive list of every possible relevant source, I have limited it to those that I have personally reviewed and believe to be helpful. In some cases, brief annotations are made. For documents indexed in the ERIC system, ED numbers have been provided.

1. Berger, P.L., *Invitation To Sociology: A Humanistic Perspective*, Doubleday and Company, Inc. 1963. This book provides a comprehensive look at sociology, offering a variety of perspectives from which to view the subject matter.

2. Braude, L., *A Sense of Sociology*, Praeger. 1974. This is an excellent introduction to the discipline as well as a good review for current sociology teachers.

3. Carleton, R., "Sociology In The High School Curriculum," *Interchange*, Volume 3. 1972. Based on experiences in Canada, the article focuses on some of the difficulties of incorporating sociology into the curriculum.

4. *Experiences in Inquiry*, Allyn and Bacon. 1974. Prepared by the staffs of The High School Geography Project and the Sociological Resources for the Social Studies Project, this resource contains the best selected activities from these two programs. It is an excellent compendium of exercises, including geography activities that are sociologically oriented.

5. Jones, W.R., *Finding Community: A Guide to Community Research and Action*, Freel and Associates. 1971. A handbook to help

teachers plan projects and involve students in community issues, this resource is designed to be used with secondary and college level students. It should be used cautiously, however, as a number of the suggested approaches might prove controversial to the community.

6. Kelley, P.E., "Sociology in the Secondary School Curriculum," *High School Journal*. March 1969. This article contains an overview of the present status and future prospects for sociology in the curriculum. While it is not particularly helpful for actual curriculum planning, it is nice to know that others are facing the same problems as you are.

7. Lippitt, R., *Social Psychology: A Resource for Elementary and Secondary Education*, ERIC/ChESS and SSEC. (ERIC order number, ED 103 286.) This publication is a useful aid to teachers or supervisors interested in developing a sociology course at the pre-college level.

8. Rose, A.M., *Sociology: The Study of Man in Society*, Charles E. Merrill Social Science Seminar Series. 1965. This excellent paperback includes an overview of the discipline and a full chapter suggesting general teaching strategies, although no specific lessons are described.

9. Stanford, G. and Roark, A., "Seizing the Teachable Moment," *People Watching*. February 1972. This article lists several ways to use interaction techniques to facilitate classroom learning.

10. Switzer, T. and Wilson, E., "Nobody Knows the Trouble We've Seen," *Phi Delta Kappan*. February 1969. An entertaining article about the rationale and development of the Sociological Resources for the Social Studies (SRSS) materials, it is very helpful if you are considering adopting any part of the program.

Curriculum Guides

Curriculum guides are useful resources when planning a program.

Four guides that may prove particularly helpful are listed below. They are available through the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. The ED number should be used when ordering or inquiring about prices.

1. *Introduction to Sociology*, Dade County (Florida) Schools. 1973. (ED 086 611)

2. *Sociology Curriculum Guide*, Harlandale (Texas) Schools. 1970. (ED 089 042)

3. *Urban Sociology*, Grade 12, Wilmington (Delaware) Public Schools. 1971. (ED 066 407)

4. *Urban Studies Grade 9*, St. Louis (Missouri) Public Schools. 1973. (ED 090 071) Available only from Curriculum Services, St. Louis Board of Education, 1517 St. Theresa Avenue, St. Louis, Missouri 63104.

OTHER PUBLICATIONS ON THE SOCIAL SCIENCE DISCIPLINES

The publications listed below are published jointly by the Social Science Education Consortium (SSEC) and the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). They may be ordered from the SSEC, 855 Broadway, Boulder, Colorado 80302. They are also available in microfiche and paper copy through the ERIC Document Reproduction Service; check in *Resources in Education* (ERIC's monthly index) under the ED number for price and ordering instructions.

Preparing to Teach Economics: Sources and Approaches, by Suzanne Wiggins Helburn. 1971. 24 pp. SSEC order no. 142, $1.20. ED 049 997.

Geography in Elementary and Secondary Education: Tradition to Opportunity, by George Vuicich and Joseph Stoltman. 1974. 71 pp. SSEC order no. 171, $2.25. ED 097 264.

Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies, by Mary Jane Turner. 1971. 199 pp. SSEC order no. 138, $5.95 hardbound, $3.95 paperback. ED 048 071.

Preparing to Teach Political Science: Sources and Approaches, by Mary Jane Turner. 1974. 29 pp. SSEC order no. 170, $1.20. ED 097 258.

The Status of Political Science Instruction in American Secondary Schools, by Mary Jane Turner. 1974. 35 pp. SSEC order no. 169, $1.50. ED 096 185.

Social Psychology: A Resource for Elementary and Secondary Educators, by Ronald Lippitt. 1975. 54 pp. SSEC order no. 174, $2.00. ED 103 286.

Teaching American History: Structured Inquiry Approaches, ed. by Glenn M. Linden and Matthew T. Downey. 1975. 110 pp. SSEC order no. 185, $4.95.

Three other ERIC/ChESS discipline-oriented publications are available from other sources:

The Status of World History Instruction in American Secondary Schools, by William Pulliam. 1972. U.S. Supt. of Docs. order no. HE52:HG2, $0.75. ED 072 984.

Psychology, Where to Begin, by John K. Bare. 1971. 15 pp. American Psychological Association, order by title, $1.00. ED 055 938.

Teaching Psychology in Secondary Schools, by Michael Wertheimer and Richard Kasschau. 1974. 64 pp. American Psychological Association, order by title, $2.50.